

Inspection of New City Primary School

Tunmarsh Lane, Plaistow, London E13 9NE

Inspection dates: 13 and 14 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils said they really enjoy coming to this school. They like their lessons because teachers make learning interesting and exciting. Pupils are happy and safe.

Leaders are highly ambitious for all. Parents and carers view the school positively. They particularly like that staff get to know their children very well.

Staff have high expectations of pupils' behaviour. Pupils rise to these. They work hard in lessons and take pride in their learning. Pupils get on well with each other and they are respectful. Staff deal with any incidents of bullying effectively.

Pupils' work displayed around the school celebrates their achievements and reflects the school's excellent curriculum. Leaders ensure that everyone's uniqueness is celebrated. All pupils achieve highly and participate fully in the life of their school. For example, every pupil had a role in the Year 6 'High School Musical'. Pupils learn about different beliefs and cultures. They enjoy celebrating different religious festivals.

Leaders offer a wide range of extra-curricular clubs, such as basketball, cheerleading and engineering. These help to encourage pupils to develop their interests. Pupils have many opportunities to display their talents, including in sports and music. For example, the school choir recently sang at Buckingham Palace as part of the Commonwealth Choir.

What does the school do well and what does it need to do better?

Leaders are ambitious for every pupil. They have given a great deal of thought to designing a rich curriculum that meets pupils' needs and interests, from early years to Year 6. Staff make sure that new learning builds on what pupils have previously been taught. This helps pupils to secure a deep and detailed understanding of all subjects. For example, in geography, pupils in Year 1 understood the importance of drinking enough water in hot weather. They remembered the word 'hydration' and used it accurately. In the early years, staff focus well on children's language development and communication skills. They use every opportunity to extend children's vocabulary.

Teachers plan opportunities to revisit subject content. In mathematics, for example, teachers recap essential concepts regularly so that pupils embed these in their long-term memory. Pupils in Year 2, for instance, confidently used their knowledge of multiplication tables to help them solve problems. Staff check pupils' understanding meticulously. They are skilled in addressing any misconceptions that pupils may have. Teachers are well trained. They have in-depth knowledge of the subjects they teach. Leaders support and guide staff well. They make sure that staff have the expertise and confidence to deliver the demanding curriculum in accordance with leaders' high expectations.

Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well. Leaders make sure that pupils with SEND and those who find aspects of their learning challenging get the help they need. Teachers identify pupils' individual needs accurately and promptly. They use what they know about pupils' needs to tailor learning. Pupils with SEND benefit from the additional time they get with teachers to reinforce their learning.

Pupils' behaviour is exemplary. In the early years, children learn clear routines and expectations. As they move through the school, pupils continue to show high levels of conduct. Pupils work together well in lessons and focus on their learning. They are highly motivated, and lessons are free from disruption.

All around the school, it is clear to see the importance everyone puts on reading. Pupils read widely for pleasure. They took great delight in talking about their favourite books and authors. Pupils were keen to explain why the writer used particular language and how this made them, as readers, feel.

Children start learning to read as soon as they join Nursery. Well-trained staff deliver phonics sessions consistently throughout the early years and Year 1. They check pupils' reading regularly and make sure that pupils have books that help them build fluency. Pupils who find reading more difficult or those who are new to the school receive extra support to help them catch up quickly.

Leaders cater exceptionally well for pupils' wider development. Pupils learn about the importance of concepts such as democracy, individual liberty and tolerance and what these mean to them in their school and community. Pupils have opportunities to discuss topics such as climate change, racism and conflict and are taught to respect the opinions of others. Teachers encourage pupils to think about people less fortunate than themselves. For example, pupils choose charities and then organise fundraising events such as the 'international enterprise evening'. Pupils take their positions of responsibility seriously. For instance, 'peer mentors' serve pupils with water at lunch, while others monitor the safe use of the play apparatus. Leaders take pupils' views on board. Recently, pupils from the school council gave presentations to the governing body about improvements to the school.

Staff enjoy working at the school. Leaders are mindful of their workload and their professional development. Staff feel valued by leaders. Everyone works together for the benefit of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular updates on their safeguarding training. This means that staff are alert to any signs that pupils may be at risk of harm. Staff act quickly, following agreed procedures, if they have any concerns about pupils' well-being. They understand that safeguarding is everyone's responsibility.

Leaders make timely and appropriate referrals to external agencies where necessary. They carry out all the required pre-recruitment checks on staff to ensure they are suitable to work with children.

Pupils on the school council have an active role in ensuring that pupils understand how to keep themselves safe. They have written, for example, child-friendly versions of the safeguarding policy which are displayed around the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145367
Local authority	Newham
Inspection number	10241338
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	638
Appropriate authority	Board of trustees
Chair of trust	Clive Douglas
Headteacher	Caroline Stone
Website	www.newcity.boleyntrust.org
Date of previous inspection	Not previously inspected

Information about this school

- New City Primary School converted to become an academy school in April 2018. When its predecessor school, New City Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school is part of the Boleyn Trust.
- The school has a family centre on the same site to support parents with younger children.
- Leaders do not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, members of the local governing body and the chief executive officer of the Boleyn Trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to some pupils read. Other subjects were considered as well during the inspection.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- Inspectors looked at a range of documentation provided by the school. This included information on how the school supports the personal development of pupils and positive behaviours at the school.
- The views of pupils, parents and staff, as gathered through discussions and Ofsted's online surveys, were also considered.

Inspection team

Adam Vincent, lead inspector	Her Majesty's Inspector
Amanda Ruthven	Ofsted Inspector
Alison Colenso	Her Majesty's Inspector
Andrew Hook	Ofsted Inspector

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